

## ***Technology and School Leadership***

Ed Admin 961 Spring 2004 Thursdays, 7:15-10:00pm

Course Site: <http://blackboard8.imt.uwm.edu/>

University of Wisconsin-Madison

Department of Educational Administration

### **Instructor**

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### ***Introduction***

This course investigates how school leaders develop and use technologies to improve student learning in K-12 school systems. The role of technology in school leadership has changed in recent years from supporting the technologies school leaders and teachers use in their work to how leaders develop and manage complex technological systems to effect change in schools. This shift has been enabled by policy changes and by improvements in technology capacity. The federal No Child Left Behind laws require that schools construct local technology systems for teachers to use data on student achievement in classrooms. School leaders need to understand how technologies facilitate the exchange of these data and how to make data useful to teachers. State regulations concerning the certification of school technology coordinators require that they not only learn how the machines work, but that they also understand how technologies influence schooling and promote student achievement. These rising expectations for technology leaders have been enabled by the incredible expansion in the capacity of technologies to communicate, represent and store information.

The course will be organized around two central issues: Leadership for Technology, and Technology for Leadership. The first topic will address how school leaders support and promote innovative uses of technology in schools; the second addresses the technological tools used to provide leadership in schools. Course activities and readings will focus on recent research on technology, learning and leadership and hands-on investigations of the technologies that shape schools and learning. We will study and use technologies to facilitate planning, promote and measure student learning, and administrative technologies to assess and organize student learning. We will also examine how technologies such as virtual schools, video games, PDAs and wireless technologies will reframe the future of schooling and learning. Our investigations will take account of the ways technologies frame and are framed by institutional cultures. The seminar format will emphasize the experiences of participants in the conduct and topics addressed in the course.

### ***Required Texts***

Available online at [amazon.com](http://amazon.com) or [bn.com](http://bn.com)

Gee, J. (2003) What video games have to teach us about learning and literacy. Palgrave, New York.

Maeroff, G (2002) A classroom of one: How online learning is changing our schools and colleges. Macmillan, New York

Norman, D. (1993) Things that make us smart: Defending human attributes in the age of the machine. Perseus: Cambridge, MA.

### ***Course pack of selected readings***

Available at on-line through the course site, on the CD distributed in class, or by arrangement at Bob's Copy Shop 37 University Square, Madison, WI (608) 257-4536

### ***Class Format***

This course will meet once per week. The course web-site, <http://blackboard8.imt.uwm.edu/>, will furnish the location for a majority of the administrative tasks (e.g. assignment submission and grading, group coordination, assignment posting) as well as a virtual space for group members to discuss and plan research projects. Since we will use the course site extensively, access to an Internet capable computer is a requirement for successful completion of the course.

### ***Preparing for class- Readings and reaction papers***

Each class will include a set of readings and may include a technology demonstration program. Students will be expected read and to download and experiment with the weekly program/web-site in preparation for class.

The day before class meets each student will prepare and submit a one-page summary of their reading and experimentation. These reaction papers will be graded on a pass/fail standard – if they show evidence that you reflected upon the material in light of the standards and course readings, you are fine. If you merely cite parts of the readings, summarize, or insert large sections of the phone book, then it will not be so good.

Students must complete 80% of the semester reaction papers to receive full credit. All readings must be completed regardless of whether a reaction paper is composed. Reaction papers are to be posted to the class discussion web-site and should be no more than one page in length. Papers should be posted by the preceding Wednesday by 5:00 pm.

### ***Class discussion***

The typical class meeting will consist of a discussion of weekly program or web-site as well as the required class readings. Since class discussions are vital to the success of the class, your attendance and participation are important and will contribute to your final course grade. We will make intermittent records of class participation.

Successful class discussions also involve tolerance and respect for the diversity of opinions expressed by your colleagues. While overt expressions of intolerance, such as

sneers, eye rolling and dismissive gestures, are clearly objectionable, more subtle behaviors, such as zoning out or dominance of class discussion are also not acceptable. St. Thomas Aquinas argued that people are naturally civil and rational given the appropriate social arrangements. Let's create this arrangement together so our civility and rationality can blossom for all to see.

**Course Project**

The course project will involve a research paper designed to address one of the main areas of the course discussion. We will decide on project parameters and expectations for the course project in class. The course project will constitute 50% of the final course grade.

**Full Inclusion**

We seek to fully include persons with disabilities in this course. Please let us know if you need any special accommodations in the curriculum, instruction, or assessments in this course to enable you to fully participate. We will try to maintain the confidentiality of the information that you share with me. Please contact us as early in the course as practicable. You may also contact the McBurney Disability Resource Center, 905 University Avenue, Madison (263-2741) if you have questions about campus policies and services. Questions or concerns about disability accommodations can be brought to the attention of Associate Dean Mariamme Whatley at 262-2463 or with Ken Scott, the coordinator in the Department of Educational Administration.

**Grading**

Grades for the course will be calculated according to the University of Wisconsin grading scale. Class work will count in the following proportions toward your final grade:

Reaction papers.....	35%
Class participation and attendance.....	15%
Class project.....	50%

**Course Schedule and Readings**

*Introduction to Technology and School Leadership*

1	Jan 22	Schools, leadership and technology	Ross, J. W. & Weill, P. (2002) Six IT decisions your IT people shouldn't make. Harvard Business Review. (Nov 2002)  Dede, C. (1998). Six challenges for educational technology. 1998 ASCD Yearbook  Rockman, S. (1998) Leader's guide to education technology. Edvance.net
2	Jan 29	Technology: friend or foe?	Disessa, A. (1999) Changing minds: Computers, learning and literacy. MIT Press. (Ch.1-2).

			<p>Peck, C., Cuban, L., Kirkpatrick, H. (2002) Techno promoter dreams student realities. Phi Delta Kappan. Accessed on-line January 17, 2002 at URL: <a href="http://www.pdkintl.org/kappan/k0202jen.htm">http://www.pdkintl.org/kappan/k0202jen.htm</a></p> <p>Postman, N. (1993) Technopoly: The surrender of culture to technology. Vintage: New York. (Ch.1,2)</p>
3	Feb 5	Who should deal with technology in schools?	<p>Fishman, B., Gomez, L. &amp; Soloway, E. (2002). New technologies and the challenge for school leadership. LETUS Report Series RS-01. Center for Learning Technologies in Urban Schools.</p> <p>Technology standards for school administrators (2001). TSSA Collaborative Report. Accessed on-line December 3, 2003, at <a href="http://cnets.iste.org/tssa/">http://cnets.iste.org/tssa/</a></p> <p>AAUW Education Foundation Commission on Technology, Gender and Teacher Education (2000). Tech-savvy: Educating girls in the new computer age. Accessed on-line December 3, 2003, at <a href="http://www.aauw.org/research/girls_education/techsavvy.cfm">http://www.aauw.org/research/girls_education/techsavvy.cfm</a></p> <p>Davidson, J. (2002) A New Role in Facilitating School Reform: The Case of the Educational Technologist. Teachers College Record v105, n5, p. 729-752. Accessed on-line 12/9/2003 at <a href="http://www.tcrecord.org">http://www.tcrecord.org</a></p>

*Leadership for Technology*

4	Feb 12	Classrooms and teaching	<p>Halverson, R. &amp; Gomez, L. (1998) Technology and schools. Digital Infrastructure Report.</p> <p>Salomon, G &amp; Almog, T. (1998) Educational Psychology and Technology: A Matter of Reciprocal Relations. <i>Teachers College Record</i> v100, n1, Winter 1998, pp. 222-241. <a href="http://www.tcrecord.org">http://www.tcrecord.org</a>. Date Accessed: 10/22/2003</p> <p>Roschelle, J., Pea, R., Hoadley, C., Gordin, D., Means, B. (2001). Changing How and What Children Learn in School with Computer-Based Technologies. <i>The Future of Children</i>, 10(2). Los Altos, CA: Packard Foundation. 76-101.”</p> <p><i>Apple ACOT research</i> <a href="http://164.83.2.51/ACOT.html">http://164.83.2.51/ACOT.html</a></p> <p>Wisconsin’s Model Academic Standards for Information and Technology Literacy (1998). Wisconsin Department of Public Instruction. Accessed on-line September 22,</p>
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			2002 at <a href="http://www.dpi.state.wi.us">www.dpi.state.wi.us</a>
5	Feb 19	Extending the classroom: Modeling, Design & Visualization	<p>Suchman, L. (1995) Making work visible. <i>Communications of the ACM</i>. v38 n9. pp. 56-63</p> <p>Papert, S. (1980) <i>Mindstorms: Children, computers and powerful ideas</i>. Basic Books, New York.</p> <p>Norman, D. (1993) Things that make us smart: Defending human attributes in the age of the machine. Perseus: Cambridge, MA. (Ch. 3)</p>
6	Feb 26	Extending the classroom: Communication	<p><i>Ideas network</i> <a href="http://www.ideas.wisconsin.edu/">http://www.ideas.wisconsin.edu/</a></p> <p><i>Marco Polo</i> <a href="http://www.marcopolo-education.org/">http://www.marcopolo-education.org/</a></p> <p><i>The Knowledge Loom</i> <a href="http://knowledgeloom.com/index.jsp">http://knowledgeloom.com/index.jsp</a></p> <p>O'Neill, D.K., Abeygunawardena, H., Perris, K, and Punja, Z. (2000). The Telementor's Guidebook: A field guide to supporting student inquiry on-line. Final report of Office of Learning Technologies project #89116. Ottawa: Human Resources Development Canada. Accessed on-line December 11, 2003 at <a href="http://www.sfu.ca/~koneill/">http://www.sfu.ca/~koneill/</a></p> <p>Roschelle, J. (2003) Unlocking the learning value of wireless mobile devices. <i>Journal of Computer Assisted Learning</i> (2003) 19(3), 260-272.</p> <p>Castronova, E. (2002) Virtual worlds: A first-hand account of market and society on the Cyberian frontier. CESInfo Working Paper n618. December 2001. Accessed on-line December 11, 2003 at <a href="http://papers.ssrn.com/sol3/papers.cfm?abstract_id=294828#PaperDownload">http://papers.ssrn.com/sol3/papers.cfm?abstract_id=294828#PaperDownload</a></p> <p>Rheingold, H. (2002) Smart mobs. The Edge 07.16.02. Accessed on-line December 9, 2003 at <a href="http://www.edge.org/3rd_culture/rheingold/rheingold_print.html">http://www.edge.org/3rd_culture/rheingold/rheingold_print.html</a></p>
7	March 4	Extending the classroom Video Games & Simulations	<p>Gee, J. (2003) What video games have to teach us about learning and literacy. Palgrave, New York. (Ch. 1, 4)</p> <p>Jenkins, H. (1999) Professor Jenkins Goes to Washington. <i>Harper's Magazine</i>. July 1999.</p>
8	March 11	Planning for Technology: Policy context	<p>Zhao, Y. &amp; Conway, P. (2001) What's In, What's Out - An Analysis of State Educational Technology Plans. <i>Teachers College Record</i>, Date Published: 1/27/2001</p>

		and collecting information	<p><a href="http://www.tcrecord.org">http://www.tcrecord.org</a> ID Number: 10717, Date Accessed: 12/9/2003</p> <p>Means, B. Wagner, M., Haertel, G. &amp; Javitz, H. (2002) Investigating the cumulative impacts of educational technology. SRI International. Accessed on-line November 22, 2003 at <a href="http://www.sri.com/policy/designkt/bmeans3.ppt">www.sri.com/policy/designkt/bmeans3.ppt</a></p> <p>Lemke, C. &amp; Coughlin, E. (1998) Technology in American schools: Seven dimensions for gauging progress. Milken Exchange on Information Technology. Accessed on-line November 22, 2003 at <a href="http://www.mff.org/publications/publications.taf?page=158">http://www.mff.org/publications/publications.taf?page=158</a></p>
9	March 25	Planning for Technology: Developing and assessing out the plan	<p>Podolsky, J. (1998) District administrator's guide to planning for technology. Smart Valley, Leader's On-line Project.</p> <p>Barnett, H. (2001) Successful K-12 technology planning: Ten essential elements. ERIC Digest ED457858. ERIC Clearinghouse on Information and Technology. Syracuse, NY. Accessed on-line November 3, 2003 at <a href="http://www.ericfacility.net/ericdigests/ed457858.html">http://www.ericfacility.net/ericdigests/ed457858.html</a></p> <p><i>BelArc Advisor</i> <a href="http://www.belarc.com/free_download.html">http://www.belarc.com/free_download.html</a></p> <p><i>EDC Planning a district-wide technology infrastructure:</i> <a href="http://edc.techleaders.org/wkinf98/">http://edc.techleaders.org/wkinf98/</a></p> <p><i>NSBA Educational Leadership Toolkit:</i> <a href="http://www.nsba.org/sbot/toolkit/">http://www.nsba.org/sbot/toolkit/</a></p> <p><i>WestEd RTEC Planning for technology: Putting the pieces together:</i> <a href="http://www.edgateway.net/cs/tk/print/rtec_docs/tk_home.html">http://www.edgateway.net/cs/tk/print/rtec_docs/tk_home.html</a></p>
10	April 1	Professional Development	<p>Porter, A. C. 2000. "Does professional development change teaching practice?: Results from a three-year study: executive summary." Prepared under contract by the American Institutes of Research, Washington, DC.</p> <p>National Staff Development Council (2001) Standards for Staff Development. NSDC: Oxford, Ohio Accessed on-line December 3, 2003 at <a href="http://www.enc.org/resources/records/full/0,1240,019801,00.shtm">www.enc.org/resources/records/full/0,1240,019801,00.shtm</a></p>

*Technology for Leadership*

11	April 8	Assessment I: What are we measuring? How should we measure it?	<p>Newhouse, C. P. (2001) Applying the Concerns-Based Adoption Model to Research on Computers in Classrooms. <i>Journal of Research on Technology in Education</i>. V33, n5. Summer 2001. Accessed on-line December 11, 2003 at <a href="http://intasc.bc.edu:2002/intasclibrary/source/367.htm">http://intasc.bc.edu:2002/intasclibrary/source/367.htm</a></p> <p>Barton, P.E. (2003) Staying on course in education reform. <i>Policy Information Perspective Series: Educational Testing Service</i>. Accessed on-line December 9, 2003 at <a href="http://www.ets.org/research/download/stayoncourse.pdf">www.ets.org/research/download/stayoncourse.pdf</a></p> <p>Dickard, N (Ed.) (2002) Great expectations: Leveraging America's investment in educational technology. Benton Foundation Report (with the Education Development Center and the Center for Children and Technology). Accessed on-line October 12, 2003 at <a href="http://www2.edc.org/CCT/publications_report_summary.asp?numPubId=49">http://www2.edc.org/CCT/publications_report_summary.asp?numPubId=49</a></p> <p>Mislevy, R. J., Steinberg, L.S., Almond, R. G. Haertel, G.D. &amp; Penuel, W. R. (2000) Leverage Points for Improving Educational Assessment. SRI International Report.</p>
12	April 15	Assessment II Building District/School Data systems	<p>Educational Development Center (2001) Evaluation toolkit: A work in progress. Accessed on-line October 12, 2003 at <a href="http://www2.edc.org/CCT/publications_classroom_summary.asp?numPubId=106">http://www2.edc.org/CCT/publications_classroom_summary.asp?numPubId=106</a></p> <p><i>EnGauge</i>: <a href="http://www.ncrel.org/engauge/">http://www.ncrel.org/engauge/</a></p> <p><i>USEiT Guide</i>: <a href="http://www.bc.edu/research/intasc/studies/USEIT/description.shtml">http://www.bc.edu/research/intasc/studies/USEIT/description.shtml</a></p>
13	April 22	Security	<p>Szuba, T. (1998). Safeguarding your technology: Practical guidelines for electronic education information security. National Forum for Education Statistics Report.</p> <p>Weafer, V. (2002) Blended threats: A deadly duo of hackers and mobile code. <i>T.H.E. Journal Online</i>. December 2002 Special Feature. Accessed on-line at <a href="http://www.thejournal.com/magazine/vault/articleprintversion.cfm?aid=4253">http://www.thejournal.com/magazine/vault/articleprintversion.cfm?aid=4253</a></p> <p><i>Educator's guide to computer crime and technology</i></p>

			<p><i>misuse</i>: <a href="http://lrs.ed.uiuc.edu/wp/crime/index.html">http://lrs.ed.uiuc.edu/wp/crime/index.html</a></p> <p><i>Keeping kids safe: Policy implications of the Internet in schools</i>: <a href="http://edc.techleaders.org/wkaup98/">http://edc.techleaders.org/wkaup98/</a></p>
14	April 29	Technology-based alternatives to schooling	<p>Maeroff, G (2002) <i>A classroom of one: How online learning is changing our schools and colleges</i>. Macmillan, New York</p> <p>Verona, M.E., &amp; Ragan, S. (2001). <i>Learning Mathematics and Science in a Virtual High School</i>. ENC Focus 8(4). Accessed on-line December 16, 2003 at <a href="http://www.enc.org/features/focus/archive/horizons/document.shtm?input=FOC-002319-index">http://www.enc.org/features/focus/archive/horizons/document.shtm?input=FOC-002319-index</a></p> <p>Wisconsin Parents Association (2003). <i>How virtual charter schools threaten public schools</i>. Accessed on-line December 16, 2003 at <a href="http://www.homeschooling-wpa.org/issues/cyber_charter/Charter-Schools-Factsheet.pdf">www.homeschooling-wpa.org/issues/cyber_charter/Charter-Schools-Factsheet.pdf</a>.</p> <p><i>Cardean University Course Demo</i>: <a href="http://www.cardean.edu/cgi-bin/cardean1/view/catalog_course_demo.jsp?visitor=guest">http://www.cardean.edu/cgi-bin/cardean1/view/catalog_course_demo.jsp?visitor=guest</a></p>
15	May 6	Concluding readings	<p><i>Visions 2020: Transforming education and training through advanced technologies</i> (2002). U.S. Department of Commerce. Accessed on-line December 3, 2003 at: <a href="http://www.technology.gov/reports/TechPolicy/2020Visions.pdf">www.technology.gov/reports/TechPolicy/2020Visions.pdf</a></p> <p>Joy, B. (2000) <i>Why the future doesn't need us</i>. <i>Wired</i> 8.04 (April 2000). Accessed on-line December 16, 2003 at <a href="http://www.wired.com/wired/archive/8.04/joy_pr.html">http://www.wired.com/wired/archive/8.04/joy_pr.html</a></p> <p>Learning Point Associates. (2004) <i>Critical issue on technology leadership</i>.</p>